



Senate

General Assembly

February Session, 2018

File No. 164

Senate Bill No. 362

Senate, April 3, 2018

The Committee on Education reported through SEN. SLOSSBERG of the 14th Dist. and SEN. BOUCHER of the 26th Dist., Chairpersons of the Committee on the part of the Senate, that the bill ought to pass.

AN ACT CONCERNING REMEDIAL INSTRUCTION IN READING.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Section 10-14y of the 2018 supplement to the general
2 statutes is repealed and the following is substituted in lieu thereof
3 (*Effective July 1, 2018*):

4 (a) The Department of Education shall, within available
5 appropriations, establish a reading readiness program that provides
6 tiered supports in early literacy to each school district, [designated as
7 an alliance district, pursuant to section 10-262u, and each school
8 participating in the commissioner's network of schools, pursuant to
9 section 10-223h.] The department shall conduct an assessment of the
10 reading readiness of students enrolled in kindergarten to grade three,
11 inclusive, for each [such school and] school district. Such reading
12 readiness assessment shall consider any combination of the following:
13 (1) Whether [such school or] the school district has developed and is
14 implementing a multiyear plan and allocated resources specifically for

15 early literacy in kindergarten to grade three, inclusive, (2) whether
16 teachers and administrators have received training regarding the
17 science of teaching reading, and the extent to which teachers and
18 administrators have completed the program of professional
19 development in scientifically based reading research and instruction,
20 pursuant to section 10-148b, (3) the level of access to external coaches
21 in literacy, and (4) whether there is reading intervention staff
22 embedded at [such school or] schools in the school district.

23 (b) The department shall identify the early literacy needs of each
24 [school and] school district [described in subsection (a) of this section]
25 based on the results of the reading readiness assessment conducted
26 pursuant to [said] subsection (a) of this section, and provide tiered
27 supports in early literacy as follows:

28 (1) Tier one universal supports shall [be provided to each such
29 school district that is an educational reform district, as defined in
30 section 10-262u, and] include online professional development
31 modules aligned with the reading instruction survey, as described in
32 section 10-145r, and other literacy modules and programs available in
33 the state;

34 (2) Tier two targeted supports shall include (A) a two-year program
35 of literacy leadership training for certain teachers and administrators,
36 (B) targeted professional development, in accordance with the
37 provisions of section 10-148b, using the results of the reading
38 instruction survey, as described in section 10-145r, and (C) external
39 coaching support using funding received pursuant to section 10-223h
40 or 10-262u; and

41 (3) Tier three intensive supports shall include multiyear support
42 from the department and a commitment from [such school or] the
43 school district, that includes, but need not be limited to, (A) [the use of
44 funding received pursuant to section 10-262u to support an early
45 literacy program for students enrolled in kindergarten to grade three,
46 inclusive, (B)] for school districts designated as alliance districts,
47 pursuant to section 10-262u, technical support in the drafting and

48 submission of alliance district reading plans, as described in section 10-
49 262u, [(C)] (B) identifying and embedding dedicated literacy coaches
50 and reading interventionists, [(D)] (C) targeted and intensive
51 professional development, and [(E)] (D) funds for assessment and
52 instructional materials.

53 (c) Any tiered supports in early literacy provided under this section
54 shall be aligned with any turnaround plan, developed pursuant to
55 section 10-223h, or alliance district plan, developed pursuant to section
56 10-262u, as applicable.

57 Sec. 2. Section 10-265l of the general statutes is repealed and the
58 following is substituted in lieu thereof (*Effective July 1, 2018*):

59 (a) For the school year commencing July 1, [2006] 2018, and each
60 school year thereafter, each local and regional board of education [for a
61 priority school district pursuant to section 10-266p] shall, within
62 available appropriations, require the schools under its jurisdiction to
63 develop and implement a personal reading plan, as described in
64 section 10-265g, for each student in grades three to five, inclusive, who
65 fails to meet the state-wide standard for remedial assistance on the
66 reading component of the mastery examination, under section 10-14n,
67 unless the school principal determines that such additional instruction
68 is not necessary based on the recommendations of the student's
69 teacher.

70 (b) Subject to the provisions of this subsection, each local and
71 regional board of education [for a priority school district] may require,
72 within available appropriations, (1) for the [2005-2006] school year
73 commencing July 1, 2018, students in the fourth and sixth grades in
74 schools under its jurisdiction who fail to make progress with the
75 additional instruction provided in their personal reading plans to
76 attend school during the summer following the school year in which
77 the student fails to make such progress, and (2) for the [2006-2007]
78 school year commencing July 1, 2019, and each school year thereafter,
79 students in the schools under its jurisdiction who fail in fourth, fifth or
80 sixth grade to make progress with the additional instruction provided

81 in their personal reading plans to attend school the summer following
82 the school year in which they failed to make such progress. The
83 superintendent of schools may exempt an individual student from
84 such requirement, upon the recommendation of the school principal. If
85 a student does not receive such an exemption, has been offered the
86 opportunity to attend a summer school program and fails to attend
87 summer school, the local or regional board of education shall not
88 promote the student to the next grade.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2018</i>	10-14y
Sec. 2	<i>July 1, 2018</i>	10-265l

ED*Joint Favorable*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note

State Impact:

Agency Affected	Fund-Effect	FY 19 \$	FY 20 \$
Education, Dept.	GF - Potential Cost	Up to \$364,000 per district	Up to \$364,000 per district

Note: GF=General Fund

Municipal Impact:

Municipalities	Effect	FY 19 \$	FY 20 \$
Local and Regional School Districts	Potential Cost	See Below	See Below

Explanation

The bill expands various reading programs and reading requirements, statewide.

The bill could result in an additional cost to the State Department of Education (SDE) of up to \$364,000 per district associated with expanding its reading readiness program for early literacy. Currently this program is provided to alliance districts and any school in the Commissioner's Network. It is estimated that fewer than 50 districts currently have this program established. The additional cost is associated with hiring reading coordinators and trainers for each of the approximately other 119 districts, purchasing instructional supplies, and offering professional development. The cost per district could be less depending on the size of the district and additional reading instruction currently offered. The bill requires that the agency provide this program within available appropriations. It does not appear that

this mandates that the agency perform the activity regardless of available funding, therefore the cost described above is potential.

Additionally, there is a potential cost to local and regional school districts associated with requiring every district, rather than just priority school districts, to develop a reading plan for each student in grades three through five who fails to meet the state-wide standard for remedial assistance on the reading component of the mastery examination. The cost to local and regional school districts will vary from minimal to significant depending on the size of the district, the number of students requiring a reading plan, and the existing reading instruction offered by the district. The bill requires that local and regional school districts provide such plans within available appropriations. It does not appear that this mandates that local and regional school districts perform the activity regardless of available funding; therefore the cost described above is potential.

The Out Years

The annualized ongoing fiscal impact identified above would continue into the future subject to inflation.

OLR Bill Analysis**SB 362*****AN ACT CONCERNING REMEDIAL INSTRUCTION IN READING.*****SUMMARY**

This bill requires all school districts, rather than just priority school districts, to develop a personal reading plan (see BACKGROUND) for each student in grades three to five who fails to meet the state-wide standard for remedial assistance on the reading component of the mastery examination. As under current law, this must be done, within available appropriations, for each of these students unless the principal determines that the additional instruction is not necessary. It also makes a related change to the law that allows districts to require summer school for students who do not make progress in reading in their personal reading plans.

The bill also requires the State Department of Education (SDE) to provide its reading readiness program for early literacy, which it currently must provide to each of the alliance districts and any school in the commissioner's network of schools, to all districts in the state (see BACKGROUND). The program involves a number of steps including an SDE assessment of the reading readiness of students enrolled in kindergarten to grade three and SDE literacy supports in three different tiers depending on need. It also changes certain conditions for tier 1 and tier 3.

EFFECTIVE DATE: July 1, 2018

SUMMER SCHOOL FOR READING

The bill expands, from just priority school districts to all school districts, the authorization to require summer school for reading for students who fail to make progress with the additional instruction provided in their personal reading plans. Current law authorizes

priority school districts to require summer school for reading for students in fourth, fifth or sixth grade who fail to make this progress. The bill allows all districts to require (1) for the school year starting July 1, 2018, summer school for reading for fourth and sixth grades students who fail to make progress and (2) for the school year starting July 1, 2019 and each year after, summer school for students in fourth, fifth, or sixth grade.

As under current law, the following applies:

1. a superintendent may exempt a student from the summer school requirement, upon the school principal's recommendation, and
2. if a student does not receive the exemption and fails to attend summer school, the board of education must not promote the student to the next grade.

READING READINESS PROGRAM

The bill requires SDE to provide three support tiers in early literacy to each school district, rather than just alliance districts and schools in the commissioner's network. It requires SDE to (1) determine each district's reading readiness by considering a combination of factors and (2) provide literacy supports based on each district's reading readiness.

Factors in Determining Reading Readiness

The bill expands to all districts the requirement that SDE assess the reading readiness of kindergarten through third grade students by considering any combination of the following:

1. whether the district has developed and is implementing a multiyear plan and allocated resources specifically for kindergarten through third grade early literacy;
2. whether teachers and administrators are trained in the science of teaching reading, and the extent to which teachers and

administrators have completed an SDE-designed program of professional development in scientifically-based reading research and instruction;

3. the level of access to external literacy coaches; and
4. whether the school or district has reading intervention staff.

Tiered Supports in Literacy

The bill requires SDE to (1) identify the each school district's early literacy needs based on the above assessment 's results and (2) provide three tiers of support for early literacy.

Tier 1. Provides universal supports, including online professional development modules aligned with the reading instruction survey that all teachers certified in elementary and early childhood education must take, and other literacy modules and programs available in the state.

Tier 2. Provides targeted supports, including (a) a two-year literacy leadership training program for certain teachers and administrators, (b) targeted professional development in accordance with an SDE-designed reading instruction program using the results of the reading instruction survey (mentioned above), and (c) external coaching support using alliance district or commissioner's network funding (it is not clear how this would apply to non-alliance districts and non-commissioner's network schools).

Tier 3. Provides intensive supports, including multiyear SDE support and school or district commitment, including (a) for any alliance districts, technical support in the drafting and submission of alliance district reading plans, (b) identifying and embedding dedicated literacy coaches and reading interventionists, (c) targeted and intensive professional development, and (d) funds for assessment and instructional materials.

The bill eliminates requirements from current law that:

1. tier 1 universal supports be provided to all 10 educational reform districts (i.e., the 10 lowest performing districts in the state) and
2. tier 3 intensive supports include a commitment from alliance districts to use alliance district funding to support early literacy programs for kindergarten through grade three.

BACKGROUND

Individual Reading Plan

By law the individual reading plan must include assessment results, applicable federal requirements and additional instruction, within available appropriations, such as tutoring, an after school, school vacation or weekend program, or a summer reading program as prescribed in law. The plans must be:

1. reviewed and revised after each assessment or state-wide examination, as appropriate;
2. monitored by school literacy teams that consist of, at the minimum, teachers, school reading specialists, internal or external reading consultants, the school principal, and the provider of the additional instruction; and
3. given to the student's parent or guardian, in accordance with the law concerning notice to parents or legal guardians, and include specific recommendations for reading strategies that the parent or guardian can use at home (CGS § 10-265g (c)).

Priority School Districts

By law, priority school districts are districts whose students receive low standardized test scores and have high levels of poverty (CGS § 10-266p(a)). There are 17 priority districts.

Alliance Districts

Alliance districts are the 30 school districts that have the lowest achievement as rated by the state's accountability index plus any

districts previously designated as alliance districts (there are three) (CGS § 10-262u).

Commissioner's Network

The commissioner's network of schools is a program to help individual low-performing schools in any district with school-specific interventions (CGS § 10-223h).

COMMITTEE ACTION

Education Committee

Joint Favorable

Yea 36 Nay 0 (03/14/2018)